National High School Center

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*Linking Research and Resources for Better High Schools*

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# High School Improvement: Indicators of Effectiveness and School-Level Benchmarks

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## INTRODUCTION

The National High School Center's *Eight Elements of High School Improvement: A Mapping Framework* provides a cohesive high school improvement framework comprised of eight elements and related indicators of effectiveness.[1] These indicators of effectiveness allow states, districts, and schools to identify strengths and weaknesses of their current high school reform efforts. This document, *High School Improvement: Indicators of Effectiveness* and *School-Level Benchmarks,* extends the framework and offers specific school-level benchmarks that provide a deeper level of detail for each indicator of effectiveness and describe school-level practices that can be implemented to support high school improvement at the local level.

The National High School Center (Center) recognizes that many improvement efforts target specific priorities for high schools. However, high school improvement is unlikely to be sustained when improvement efforts do not address the broader context within which high schools operate. The *Eight Elements of High School Improvement: A Mapping Framework* provides a structure that educators at all levels within the education system can use to address holistic high school improvement. This framework is one way to prioritize high school improvement efforts; it is not the only framework that focuses on high school improvement. The Center provides the following eight elements of high school improvement to help facilitate a cohesive and comprehensive approach to high school improvement:

1. Rigorous Curriculum and Instruction
2. Assessment and Accountability
3. Teacher Effectiveness and Professional Growth
4. Student and Family Involvement
5. Stakeholder Engagement
6. Effective Leadership
7. Organization and Structure
8. Sustainability

[1]Effectiveness, used in this context, does not correspond to the definition of effective practices as used by the Institute of Education Sciences and the What Works Clearinghouse.

## APPROACH

To translate these broad elements into more actionable items for schools and districts, the Center developed indicators of effectiveness, which are designed to provide more detail about the elements and are written with the "end goal" in mind. (Information about how districts and schools can use the indicators of effectiveness as a self-assessment is listed in the Assess section.) The Center organized these indicators in categories and grouped together those with a similar focus. For each indicator of effectiveness, the Center identified school-level benchmarks that can help schools achieve the associated indicators of effectiveness. Some of the school-level benchmarks are similar across indicators; this was an intentional choice by the Center and demonstrates the interconnected nature of high school improvement.

Table 1 illustrates the layout of the elements, categories, indicators of effectiveness, and school-level benchmarks in the School-Level Benchmarks Tool.

**Table 1. Layout of School-Level Benchmarks Tool**

| **Element** | |
|---|---|
| **Category** | |
| **Indicator #.#** | **Description**<br>• School-level benchmark |

Prior to utilizing the School-Level Benchmarks Tool, the Center recommends that users review the information addressed in the Assess, Plan, Implement, and Monitor sections. The School-Level Benchmarks Tool, which follows these sections, details specific, school-level benchmarks (nested within the indicators of effectiveness, categories, and elements as outlined in Table 1) for stakeholders who are engaged in high school improvement planning, implementation, and/or monitoring efforts. When working with these indicators and benchmarks, please note that these items are not step-by-step directions, nor are they outcomes for what a school should look like as a result of improvement efforts. Rather, the indicators and benchmarks suggest ways in which efforts may be designed to achieve a cohesive high school improvement plan.

### Assess

School improvement planning and implementation is complex, and there are a variety of strategies for change. Reflecting this complexity, there are many school-level benchmarks presented in the School-Level Benchmarks Tool. However, we know that a key factor in school improvement is a clearly articulated vision and a focused approach for achieving the reform goals.[2] Therefore, the Center recommends that *before* examining the school-level benchmarks, a school or team should complete the following actions:

- Define the desired outcomes for school improvement and student achievement.
- Gather data and evidence of need in order to move toward the goal.
- Assemble the right team to accurately represent the school stakeholders and take action toward achieving the improvement goal.
- Determine where your school stands in the Center's improvement framework by completing the Center's *A Self-Assessment Tool: A Coherent Approach to High School Improvement*.
- Identify school improvement priorities to ensure that the school is targeting work to the most pressing needs.

[2]American Institutes for Research. (2005). *Toward more effective school districts: A review of the knowledge base.* Washington, DC: Author.

Completing each of these actions prior to focusing on the school-level benchmarks will assist your school in focusing on areas of immediate needs. The process of identifying an area of focus is iterative; thus, you will need to revisit decisions about desired outcomes, needs, and team membership as you gather evidence about the specific needs of your school.

This School-Level Benchmarks Tool is a practical tool designed to help schools drill down on indicators of effectiveness highlighted in *A Self-Assessment Tool*; it is not a comprehensive list of benchmarks that high schools must achieve to ensure favorable outcomes for their students and communities. When used in concert with school data, research- and evidence-based resources, and a comprehensive planning and monitoring process, these school-level benchmarks can help contribute to a successful high school improvement process designed to improve student outcomes.

Though the Center consistently advocates for comprehensive improvement design strategies, it does not endorse addressing all components of high school improvement simultaneously because such a process is overwhelming and could disrupt current improvement efforts. As such, the school-level benchmarks should not be used as an all-encompassing pathway to improvement but rather should provide schools with ways in which they can approach school improvement from the leverage points that will be most effective in a given setting, taking into account local contexts and school needs. Regardless of which elements and/or indicators of effectiveness schools select as leverage points, schools should always address sustainability (Element 8). In addition, there are some important considerations described in the following sections that should be taken into account during the school improvement planning, implementation, and monitoring processes.

### Plan

Once a school has identified its needs and priorities, a school team must embark on a comprehensive planning process to select strategies and initiatives for improvement. As part of this planning process, schools should examine the research and evidence base to determine which strategies and initiatives have a demonstrated link to or show promise of effectiveness. While research- and evidence-based strategies are preferred, there may be cases in which schools select strategies that do not have a strong research base (e.g., innovative approaches) or have not been proven effective in particular contexts. If schools opt for these approaches, it is essential that the schools plan for the collection of evidence that will demonstrate the efficacy of the approach.

The planning process should be used to develop a course of action for implementation as well as to garner stakeholder support. It is essential to develop buy-in from teachers and school staff who will be directly involved in implementing the reform strategies and initiatives as well as from students and their families and other stakeholders who may play supporting roles. Stakeholder support will be essential to successful implementation of any and all of the elements and indicators of effectiveness included in the framework.

### Implement

The majority of the school-level benchmarks provide details for implementation that expand upon the planning process referenced in the previous section. However, there are additional aspects of implementation that are important to consider regardless of the elements and indicators of effectiveness on which a school chooses to focus. First, we frequently refer to "all students" when discussing interventions and outcomes. This does not mean that a single strategy or initiative must be selected to serve all students, but rather that each student should be considered during implementation. A single strategy should be personalized to meet diverse student needs, and/or multiple strategies should be used in concert to ensure that each student is empowered to succeed.

Second, it is also important to note that, though the planning process is essential, it is not sufficient to effect improvement. Teachers and school staff must implement the plan with fidelity to ensure positive outcomes. This requires a plan to monitor implementation, provide feedback, and provide support to the whole school, small groups, or individual teachers who are struggling with implementation. Once school staff buy-in has been established, schools must provide the professional development and supports to ensure that teachers and staff have the resources necessary to implement the outlined plans. For additional information about the science of implementation, visit the National Implementation Research Network.

### Monitor

Though the school-level benchmarks do not directly address monitoring for each indicator of effectiveness, the Center strongly believes in the maxim "that which is monitored is that which gets done." To minimize the length of the School-Level Benchmarks Tool, specific school-level benchmarks about monitoring were included only in select indicators of effectiveness. Nevertheless, it is essential to carefully monitor any strategy or initiative to ensure fidelity of implementation, collect evidence of efficacy, and modify any strategies that are found to be ineffective. Similarly to implementation, evidence must be collected for each student, teacher, and classroom. Data should be analyzed to ensure that each student and staff member is receiving the support that he or she needs as a result of the new improvement strategies and initiatives rather than the aggregate "all students" or "all teachers" that examines only overall impact on the school population.

## SCHOOL-LEVEL BENCHMARKS TOOL

| **Element 1. Rigorous Curriculum and Instruction:** *Ensure that all students have access to rigorous curricula and instruction designed to meet college- and career-readiness standards.* | |
|---|---|
| **Category: Alignment and Coherence** | |
| **Indicator 1.1.** | **Curriculum and instruction are aligned to state and national standards that include college and career readiness.**<br>• Curriculum and instruction are aligned with state standards that promote college and career readiness.<br>• Curriculum and instruction are aligned with national standards related to college and career readiness.<br>• An ongoing monitoring process is i n place to ensure that curriculum and instruction are aligned with standards.<br>• An ongoing monitoring process is in place to ensure that the enacted curriculum (i.e., the curriculum actually implemented in each classroom) is aligned to the formal curriculum. |
| **Indicator 1.2.** | **Curriculum and courses are aligned vertically to ensure that students possess necessary prerequisite content knowledge for higher level coursework.**<br>• Curriculum and courses are aligned vertically (e.g., courses in sequence, build on mastery of prior knowledge and skills).<br>• Standards and prerequisite content and skills for content areas are defined and articulated.<br>• An ongoing monitoring process is in place to assess student mastery of prerequisite content knowledge before taking higher level courses.<br>• Pathways are available for students to acquire missing content knowledge. |
| **Indicator 1.3.** | **Curriculum and similar courses are aligned horizontally to ensure similar courses include common standards.**<br>• Common standards and necessary content and skills are articulated for similar courses (e.g., all sections of the same course and related career and technical education courses).<br>• An ongoing monitoring process is in place to ensure that students master necessary content and skills and meet expected standards in similar courses.<br>• Curriculum and courses are aligned horizontally (e.g., from classroom to classroom and teacher to teacher). |
| **Indicator 1.4.** | **Instructional strategies are compatible with high school organizational structures to address the needs of all students.**<br>• Instructional strategies are aligned with high school organizational structures (e.g., instructional strategies for block schedule periods, double dosing, teaching teams) to address the needs of all students.<br>• Curriculum and instruction are monitored continuously to ensure that they are compatible with high school organizational structures. |
| **Category: Instructional Strategies and Supports** | |
| **Indicator 1.5.** | **Interdisciplinary approaches are established across all content areas to improve student engagement and achievement.**<br>• Instructional delivery (e.g., thematic and project-based learning, tiered instruction) is coordinated across content areas to improve student engagement and achievement.<br>• An ongoing monitoring process is in place to ensure that instructional staff members collaborate to develop interdisciplinary instructional approaches across all content areas. |

| **Element 1. Rigorous Curriculum and Instruction:** *Ensure that all students have access to rigorous curricula and instruction designed to meet college- and career-readiness standards.* | |
|---|---|
| **Category: Instructional Strategies and Supports** | |
| **Indicator 1.6.** | **Research- and evidence-based instructional strategies are incorporated across all classes for all students, including those with special instructional needs.**<br>• Research- and evidence-based instructional strategies and supports (e.g., scaffolding, differentiated instruction, universal design for learning) are implemented for all students, including those with special needs.<br>• Research- and evidence-based high school instructional strategies and supports are regularly reviewed and evaluated for impact on student achievement.<br>• Research- and evidence-based high school instructional strategies and supports are adapted, improved, and/or revised, based on regularly conducted reviews, to better meet the needs of students. |
| **Indicator 1.7.** | **Curriculum and instruction are designed, modified, and adjusted for student learning strengths and needs.**<br>• Curriculum is differentiated and tiered to meet student learning strengths and needs.<br>• Instruction is routinely modified to meet student learning strengths and needs.<br>• An ongoing monitoring process is in place to ensure curriculum and instruction are meeting student learning strengths and needs.<br>• An ongoing monitoring process is in place to ensure instructional staff members use appropriate skills to meet student learning strengths and needs. |
| **Indicator 1.8.** | **Instruction is informed by student data across all classes and is differentiated to meet the needs of all students.**<br>• Instruction is tailored, using formative assessment data, to meet the needs of all students.<br>• Instruction is tailored, using summative assessment data, to meet the needs of all students.<br>• Instruction is tailored, using a variety of data sources (e.g., academic, behavioral, attendance, student interests), to meet the needs of all students.<br>• Structures and processes (e.g., tiered interventions, progress monitoring, early warning systems) informed by student data are established to ensure there is a coherent, schoolwide approach to addressing the needs of all students. |
| **Indicator 1.9.** | **Academic supports, increased learning time opportunities, and content and credit recovery options are provided to keep students on track for graduation.**<br>• Academic supports (e.g., tutoring, cocurricular activities, tiered interventions) are provided to keep students on track for graduation.<br>• Research- and evidence-based extended learning opportunities (e.g., summer bridge programs, afterschool and supplemental educational services, Saturday academies, enrichment programs) are provided to keep students on track for graduation.<br>• Opportunities for content and credit recovery are integrated into the regular school day to help students get back on track for graduation. |
| **Indicator 1.10.** | **Multiple approaches for teaching and learning are incorporated into instructional practices across all classes.**<br>• Multiple approaches (e.g., technology, universal design for learning, project based learning, arts) are integrated into teaching and learning strategies across all classes.<br>• An ongoing monitoring process ensures that multiple approaches for teaching and learning are incorporated into instructional practices across all classes. |
| **Indicator 1.11.** | **Study skills are incorporated into instructional practices across all classes.**<br>• A consistent set of study skills or habits of mind (e.g., note taking, outlining, content summarizing and synthesis, test taking) is taught across all classes. |

| **Element 1. Rigorous Curriculum and Instruction:** *Ensure that all students have access to rigorous curricula and instruction designed to meet college- and career-readiness standards.* | |
|---|---|
| **Category: Instructional Strategies and Supports** | |
| **Indicator 1.12.** | **Families and students are engaged in academic decision making and planning processes.**<br>• Academic planning and decision making at the school and student levels are inclusive of students.<br>• Academic planning and decision making at the school and student levels are inclusive of students' primary caregivers. |
| **Indicator 1.13.** | **Instructional strategies and academic course offerings incorporate strategies for improving student engagement and developing communication skills, interpersonal skills, creativity, and innovation.**<br>• Student engagement is incorporated through instructional strategies and academic course offerings.<br>• Student communication and interpersonal skills are incorporated through academic course offerings.<br>• Student creativity and innovation are incorporated through instructional strategies and academic course offerings.<br>• Student experiences are integrated into instruction and academic course offerings. |
| **Category: College and Career Readiness** | |
| **Indicator 1.14.** | **Academic and workplace literacy skills are embedded across all classes.**<br>• Content-specific reading, writing, listening, speaking, and discussion skills are embedded into all content areas.<br>• Workplace-specific reading, writing, listening, and speaking skills (e.g., writing a memo, reading an instruction manual) are embedded into all content areas. |
| **Indicator 1.15.** | **Opportunities and academic supports are provided to enable all students to succeed in rigorous courses designed for college and career readiness.**<br>• Opportunities are offered to all students to enroll in and master rigorous coursework for college and career readiness.<br>• Academic supports (e.g., supplemental interventions) are provided to enable all students to succeed in rigorous courses designed for college and career readiness.<br>• Guidance and additional supports are provided to prepare all students for college and careers (e.g., career awareness activities, career exploration, college visits, advising, college application and financial aid support).<br>• Knowledge of and experience in a variety of career pathways are routinely shared with students. |
| **Indicator 1.16.** | **College- and career-readiness skills are integrated across all classes.**<br>• Instruction is designed to promote mastery of higher order learning skills (e.g., critical thinking, problem solving).<br>• Instruction is designed to promote mastery of employability skills (e.g., adaptability, collaboration and teamwork, professionalism).<br>• Instruction is designed to promote mastery of technical skills (e.g., job-specific knowledge and skills). |

| **Element 2. Assessment and Accountability:** *Implement coherent assessment and accountability systems that cover a broad range of formal and informal assessment policies and practices and that are consistent and coherent.* | |
|---|---|
| **Category: Multiple Assessment Strategies** | |
| **Indicator 2.1.** | **Assessment systems are implemented across all classes to identify student needs, to monitor student progress, and to inform instruction and behavioral supports.**<br>• Assessment systems (e.g., early warning systems, data platforms) are established that enable instructional staff to systematically, routinely, and promptly identify students who need additional academic and behavioral supports.<br>• Assessment systems are established that enable instructional staff to systematically and routinely monitor student progress.<br>• Assessment systems are established that enable instructional staff to systematically and routinely use data to inform the selection and use of instruction and behavioral supports. |
| **Indicator 2.2.** | **Students with special needs and those at risk of failure are identified early and are matched with appropriate interventions.**<br>• Student performance is monitored to identify students who are at risk of failure.<br>• Students who are struggling are matched with appropriate academic, behavioral, and adaptive interventions.<br>• Continuous progress monitoring procedures are used to determine whether interventions are effective and appropriate.<br>• Formal structures and processes (e.g., tiered intervention, progress monitoring, early warning systems) are in place to ensure that student progress is routinely assessed and supported as needed. |
| **Indicator 2.3.** | **Continuous progress monitoring of student performance across all classes is supported through formal and informal assessment measures.**<br>• Student support and continuous progress monitoring are enabled through formal assessment measures (e.g., teacher- and department-developed tests, number of office referrals) and informal assessment measures (e.g., checking for understanding).<br>• Continuous progress monitoring practices that rely on formal and informal assessment measures are used to identify students who need additional academic and behavioral support.<br>• Structures (e.g., schoolwide structures to monitor student academic progress) are in place to systematically and routinely monitor student progress throughout the school. |
| **Indicator 2.4.** | **Formative assessments are embedded across all classes and are aligned with state standards and summative assessments.**<br>• Formative assessments are embedded in instruction across all classes.<br>• Formative and summative assessments are aligned to one another.<br>• An ongoing monitoring process is in place to ensure formative and summative assessments are aligned and to ensure these assessments are aligned with standards and goals. |
| **Indicator 2.5.** | **Multiple assessment strategies are implemented across all classes.**<br>• Multiple assessment strategies (e.g., formative assessments, school-based portfolios or projects, interim or benchmark exams, end-of-course exams, state or district standards-based assessments, high-stakes competency or exit exams, number of office referrals) across all classes are incorporated into a coherent assessment system.<br>• Multiple assessment strategies are used to routinely monitor student performance.<br>• All assessment strategies (e.g., school-based portfolios or projects, interim or benchmark exams, end-of-course exams, state or district standards-based assessments, high-stakes competency or exit exams) are aligned to established standards or expectations. |

| **Element 2. Assessment and Accountability:** *Implement coherent assessment and accountability systems that cover a broad range of formal and informal assessment policies and practices and that are consistent and coherent.* | |
|---|---|
| **Category: Multiple Assessment Strategies** | |
| **Indicator 2.6.** | **Higher order learning skills necessary for college and career readiness are measured.**<br>• Assessment measures designed to gauge higher order learning skills necessary for college and career readiness are integrated into the assessment system. |
| **Category: Data for Decision Making** | |
| **Indicator 2.7.** | **Timely and periodic access to data is provided to district leaders, principals, instructional staff, counselors, students, and families so that they can monitor and evaluate student knowledge and skills, plan for future educational programs, and adapt instruction to meet the needs of students.**<br>• Timely and periodic access to data is provided to instructional leaders and staff to monitor and evaluate student knowledge and skills, adapt instruction to better meet the needs of students, and plan for future educational programs.<br>• Student data are shared with students in a timely manner so that they can be informed about their own academic and behavioral performance, strengths, and needs.<br>• Student data are shared with families in a timely manner so that they can be informed about student academic and behavioral performance, strengths, and needs.<br>• Data are provided in a user-friendly, easy-to-understand format that meets the needs of the audience (e.g., students, families, instructional leaders, staff).<br>• Multiple points of data (e.g., assessment results, individual learning plans, course performance) are used to address individual student academic and behavioral strengths and needs. |
| **Indicator 2.8.** | **Relevant data are routinely used by school staff and students to make decisions about student progress toward college and career goals.**<br>• Student data (e.g., academic, behavioral, attendance, student interests) are used by school staff to inform decisions about courses of study for each student by building on students' strengths and improving students' capacity for future success.<br>• Students are provided with access to relevant data to make decisions about their courses of study as they progress toward their college and career goals.<br>• Assessment feedback and reports are presented to students to facilitate student-driven decisions about their own work and college and career goals.<br>• Support is provided to students and families so that they can analyze and use data regarding student progress to inform decision making. |
| **Indicator 2.9.** | **Instructional staff members are provided opportunities to collaboratively analyze student work and other student-level data for planning instruction and behavioral supports.**<br>• Time for instructional staff to collaboratively analyze student work and other forms of student-level data for planning and improvement is routinely embedded in the school schedule (e.g., weekly, monthly, quarterly).<br>• Instructional staff members are equipped to analyze student-level data to inform instruction and behavioral supports. |
| **Indicator 2.10.** | **Implementation of instructional and behavioral supports is reviewed and modified if necessary.**<br>• An ongoing monitoring process is in place to ensure instructional and behavioral supports are implemented with fidelity.<br>• An ongoing monitoring process is in place to ensure that instructional and behavioral supports have the intended impact on student achievement.<br>• Ineffective instructional and behavioral supports are modified or discontinued. |

| **Element 2. Assessment and Accountability:** *Implement coherent assessment and accountability systems that cover a broad range of formal and informal assessment policies and practices and that are consistent and coherent.* |
|---|
| **Category: Data for Decision Making** |
| **Indicator 2.11. Information about students who transfer, drop out, or graduate from high school and information on students' post-high-school outcomes is used to inform current and future decisions about high school improvement strategies and initiatives.**<br>• Rates of student transfer, dropout, and graduation and patterns of student mobility are monitored over time using a longitudinal data system.<br>• Post-high-school outcomes (e.g., student enrollment in college, students in careers) are monitored over time using a longitudinal data system.<br>• High school improvement strategies and initiatives incorporate data about students who transfer, drop out, graduate from high school, work after graduation, and/or enroll in college. |
| **Indicator 2.12. An early warning system is established to identify students who may be at risk of dropping out of high school and to match students to appropriate interventions.**<br>• An early warning system is implemented at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk of dropping out of high school.<br>• Data from an early warning system are analyzed and interpreted to gain a deeper understanding of the reasons students are showing early warning signs of dropping out of high school.<br>• Students are matched to appropriate interventions (e.g., academic, attendance, behavioral) based on an analysis of student data.<br>• Students in interventions are monitored to track improvement.<br>• An early warning system is used to track the impact of interventions on student performance.<br>• An ongoing monitoring process is in place to ensure that the early warning system is accurately identifying students and that students are matched to appropriate interventions. |
| **Indicator 2.13. Longitudinal data are analyzed to inform high school improvement strategies and initiatives.**<br>• Longitudinal data are collected for school-, district-, and state-level indicators (e.g., graduation rates, dropout rates, student achievement).<br>• Longitudinal data are analyzed at the school, district, and state levels.<br>• Student growth is measured using information from a longitudinal data system to inform high school improvement strategies and initiatives.<br>• Information from a longitudinal data system is used to evaluate interventions for students who are struggling.<br>• Information from a longitudinal data system is used to evaluate high school improvement strategies and initiatives. |
| **Indicator 2.14. Indicators are used to set goals and target resources aimed at improving high school outcomes.**<br>• School- and district-level indicators are used to set specific and measurable goals and target resources aimed at improving student outcomes (e.g., student achievement, graduation).<br>• School- and district-level indicators are used to set goals and target resources aimed at improving instructional staff outcomes (e.g., teacher effectiveness, professional development).<br>• School- and district-level indicators are used to set goals and target resources aimed at improving school outcomes (e.g., improved student achievement, increased graduation rates).<br>• School- and district-level indicators are validated by continually analyzing data results through the longitudinal and other data systems. |

| **Element 2. Assessment and Accountability:** *Implement coherent assessment and accountability systems that cover a broad range of formal and informal assessment policies and practices and that are consistent and coherent.* | |
|---|---|
| **Category: Evaluation and Accountability** | |
| **Indicator 2.15.** | **Data systems are used to track collective and individual teacher and student data to inform high school improvement strategies and initiatives.**<br>• Individual teacher classroom data (e.g., classroom performance) are examined regularly to identify areas for improvement across all classes.<br>• Collective teacher classroom data are examined regularly to identify areas for improvement across all classes.<br>• Individual student data (e.g., course grades and completion, overall grade point average, attendance rates, behavior referrals, suspensions, end-of-course exams, state exam results) are regularly examined over time to identify areas for improvement.<br>• Collective student data (e.g., course grades, grade distributions, course completion, overall grade point average, attendance rates, behavior referrals, suspensions, end-of-course exams, state exam results) are regularly examined over time to identify areas for improvement.<br>• An ongoing monitoring process is in place to ensure instructional leaders and staff members are routinely examining classroom and student data.<br>• Data validation procedures are implemented to ensure accurate input and retrieval of data. |
| **Indicator 2.16.** | **An instructional staff evaluation system is implemented that includes accountability provisions at the high school, district, and state levels.**<br>• Instructional staff evaluation systems are aligned with internal accountability provisions (e.g., school improvement goals, school vision) to improve instruction and build individual and collective capacity.<br>• Instructional staff evaluation systems are aligned with state and district accountability provisions (e.g., teacher effectiveness, program performance measures).<br>• Instructional staff evaluation systems are routinely used as an opportunity to improve individual and collective adult performance in the school.<br>• Evaluation systems are continually monitored to ensure they are aligned with school improvement goals and district- and state-level accountability provisions. |

| **Element 3. Teacher Effectiveness and Professional Growth:** *Implement teacher effectiveness and professional development systems that recognize a teacher's need for deep content and pedagogical knowledge and skills and include a broad set of recruitment, induction, professional growth, and retention policies and practices.* | |
|---|---|
| **Category: Developing Effective Teachers** | |
| **Indicator 3.1.** | **All teachers continuously build their content knowledge and pedagogical and classroom management skills to meet the needs of all students.**<br>• Teachers continuously build the necessary content knowledge to provide rigorous content instruction to meet the needs of all students.<br>• Teachers continuously build the necessary pedagogical skills to provide rigorous content instruction to meet the needs of all students.<br>• Teachers continuously build the necessary classroom management skills to provide rigorous content instruction to meet the needs of all students.<br>• Teachers receive feedback regarding instruction and content delivery on a regular basis, including formal and informal evaluations.<br>• Schools provide opportunities for teachers to build relevant classroom experiences (e.g., student teaching, field experiences) necessary to provide rigorous content instruction to meet the needs of all students. |
| **Indicator 3.2.** | **Teachers have developed the necessary skills and tools needed to analyze and interpret data to make instructional decisions and adjustments.**<br>• Teachers have developed an understanding of the purpose and appropriate use of various forms of assessments and have developed the necessary skills for assessing student performance through formal and informal measures.<br>• Teachers have developed the necessary data analysis skills to make data-driven instructional decisions.<br>• Teachers have developed the necessary skills to use tools (e.g., data systems, early warning systems) to make data-driven instructional decisions.<br>• An ongoing monitoring process is in place to ensure teachers have necessary support to properly analyze and interpret data to make instructional decisions. |
| **Indicator 3.3.** | **Competitive compensation is offered to teachers via transparent and fair evaluation systems that incorporate student growth and other achievement measures as indicators of effectiveness.**<br>• Multiple valid and reliable measures of student growth are used to evaluate teachers.<br>• Multiple valid and reliable measures of student achievement are used to evaluate teachers.<br>• Competitive compensation practices (e.g., differentiated compensation for performance) are based on a fair evaluation system. |

| **Element 3. Teacher Effectiveness and Professional Growth:** *Implement teacher effectiveness and professional development systems that recognize a teacher's need for deep content and pedagogical knowledge and skills and include a broad set of recruitment, induction, professional growth, and retention policies and practices.* | |
|---|---|
| **Category: Promoting Student-Centered Teaching** | |
| **Indicator 3.4.** | **Knowledge of adolescent development, varied pedagogy for high school students, and strategies for motivating and working effectively and empathetically with all students is developed.**<br>• Knowledge of adolescent development is developed among teachers and instructional staff members through professional development, professional collaboration, coaching, or other opportunities.<br>• Knowledge and use of varied pedagogy effective for high school students is developed among teachers and instructional staff members through professional development, professional collaboration, coaching, or other opportunities.<br>• The ability to motivate all students is developed among teachers and instructional staff members through professional development, coaching, or other opportunities.<br>• The ability to address diverse student backgrounds and social and emotional needs is developed among all teachers and instructional staff members through professional development, coaching, or other opportunities.<br>• The ability to personalize instruction for all students is developed among all teachers and instructional staff members through professional development, coaching, or other opportunities.<br>• Teachers and instructional staff members are provided opportunities to explore the impact of their own contexts and perspectives (e.g., culture, gender, language, abilities, ways of knowing) regarding expectations for and relationships with students to enhance instruction and teacher–student interactions.<br>• An ongoing monitoring process is in place to ensure that teachers and instructional staff members have requisite knowledge of adolescent development, varied pedagogy, student motivation, and diverse student needs. |
| **Indicator 3.5.** | **Professional development opportunities are targeted and based on classroom data and high-quality standards for staff development and adult learning.**<br>• Professional development opportunities for teachers and instructional staff members are based on standards for staff development and adult learning across all content areas.<br>• Professional development opportunities reflect quality, relevance, and timeliness standards across all content areas.<br>• Professional development opportunities are continuously monitored and refined.<br>• Professional development opportunities are targeted to build both the individual and collective capacity of the staff based on classroom data. |
| **Indicator 3.6.** | **Effective communication and collaboration skills and opportunities are created so that teachers and instructional staff members across all content areas and categorical programs (e.g., Title I, special education, limited-English-proficient students) can meet student needs.**<br>• Effective collaboration skills are developed among teachers and instructional staff members to more effectively meet student needs.<br>• Effective communication skills are developed among teachers and instructional staff members to foster better relationships with families to support student needs.<br>• Teachers and instructional staff members have opportunities to collaborate to improve classroom practices.<br>• Teachers and instructional staff members have opportunities to collaborate to help all students connect information across all content areas and programs.<br>• Opportunities for collaboration among teachers and instructional staff members across all content areas and programs are continuously monitored and refined. |

**Element 3. Teacher Effectiveness and Professional Growth:** *Implement teacher effectiveness and professional development systems that recognize a teacher's need for deep content and pedagogical knowledge and skills and include a broad set of recruitment, induction, professional growth, and retention policies and practices.*

**Category: Promoting Student-Centered Teaching**

**Indicator 3.7. Professional development opportunities are job embedded at the school and classroom levels, aligned to high school improvement strategies and initiatives, and offered throughout the school year.**

- Ongoing professional development opportunities are job embedded at the school level within and across all classes and content areas.
- Ongoing professional development opportunities are coherent and connected to one another and build knowledge over time.
- Ongoing professional development opportunities are aligned with and support the high school improvement strategies and initiatives.
- Instructional leaders (e.g., mentor teachers, content coaches) are provided opportunities for job-embedded professional development in instructional leadership skills.
- An ongoing monitoring process is in place to ensure that job-embedded professional development opportunities are aligned to high school improvement strategies and teacher needs.

| **Element 4. Student and Family Involvement:** *Provide all students with positive conditions for learning that address the whole child, including family-focused support and engagement.* | |
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| **Category: Student and Family Supports** | |
| **Indicator 4.1.** | **Student and family support services are coordinated and designed to increase alignment and prevent redundancy to address individual student and family needs.**<br>• Student and family support services are coordinated to prevent redundancy among different interventions, programs, and agencies.<br>• Student and family support services are designed to address individual student and family needs. |
| **Indicator 4.2.** | **Formal and informal guidance programs for students are provided.**<br>• Students are provided access to formal guidance programs (e.g., regularly scheduled meetings, advisories, assigned mentors).<br>• Students are provided access to informal guidance programs (e.g., peer counseling, drop-in hours for college and career guidance).<br>• Data are used to identify students in need of support and to match students with appropriate formal guidance programs. |
| **Indicator 4.3.** | **Health, physical education, and extracurricular activities are provided to enhance student wellness.**<br>• Health and physical education courses are provided that meet national and state standards.<br>• Physical education and extracurricular activities (e.g., fine arts, band, choir, yearbook) are provided that meet student interest and needs.<br>• Participation in health and physical education classes is expected for all students.<br>• Participation in activities that provide opportunities to develop skills outside of the classroom (e.g., service learning, athletics, enrichment, internships) is expected for all students. |
| **Indicator 4.4.** | **Family-focused supports, wraparound services, and outreach programs and services are provided to engage family members.**<br>• A comprehensive system of learning supports is developed to provide wraparound services focused on meeting academic and nonacademic needs of students and families (e.g., coordination of service providers based on student and family needs).<br>• Extended-time programs (e.g., 21st Century Community Learning Centers, Saturday Academies) are leveraged to engage families and provide supports to families and students.<br>• Family members have access to and engage in outreach and support programs and services (e.g., adult literacy programs, health and social services, community wraparound services).<br>• Family-focused supports and wraparound services are research based and tailored to student and family needs. |
| **Indicator 4.5.** | **Supports and opportunities for social and emotional learning are provided.**<br>• Appropriate social and emotional support programs and services (e.g., conflict resolution, mentoring) are provided to all students.<br>• Extended-time programs and partners (e.g., 21st Century Community Learning Centers, Big Brothers Big Sisters) are leveraged to provide social and emotional support programs and services.<br>• Social and emotional learning strategies are embedded formally (e.g., specialized curriculum, individual learning plans) and/or informally (e.g., modeling skills in the classroom) across all classes.<br>• Available social and emotional supports are communicated frequently to students and families. |

| **Element 4. Student and Family Involvement:** *Provide all students with positive conditions for learning that address the whole child, including family-focused support and engagement.* | |
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| **Category: Student and Family Supports** | |
| **Indicator 4.6.** | **Students are supported as they transition into and out of high school.**<br>• First-year students are provided formal supports as they make the transition to high school (e.g., summer bridge programs, ninth-grade academies).<br>• Families are familiarized with high school expectations and graduation requirements to help ease students' transition to high school.<br>• High school seniors are provided formal supports as they make the transition out of high school (e.g., college and career planning, job fairs).<br>• Students with special needs have a transition plan in place to ensure successful postsecondary transition (e.g., placement in college, career and/or assisted living).<br>• Families are familiarized with postsecondary pathways and support to help ease students' transition out of high school.<br>• Transition supports are monitored for effectiveness of meeting student support needs and are modified appropriately based on data. |
| **Category: Student Engagement** | |
| **Indicator 4.7.** | **Opportunities are provided for student leadership in the classroom, school, and community.**<br>• Student engagement and leadership are promoted in the classroom (e.g., student-led projects).<br>• Student engagement and leadership are promoted throughout the school (e.g., student government, club leadership, student involvement in the planning and implementation of high school improvement strategies and initiatives).<br>• Student engagement and leadership are promoted in the community (e.g., student representative on local committees, service learning, internships). |
| **Indicator 4.8.** | **A positive school climate is fostered, including school safety and a respectful environment.**<br>• A positive and safe school climate is fostered through targeted support strategies (e.g., interventions for positive behavior, antibullying programs, peer mediation).<br>• Students and families are provided regular opportunities to give feedback about school climate issues through formal (e.g., surveys, interviews) and informal (e.g., conversations, feedback) means.<br>• An ongoing monitoring process is in place to ensure school climate and school safety strategies are effective. |
| **Indicator 4.9.** | **The strengths and resources of students' families and communities are respected and acknowledged.**<br>• Backgrounds of students' families and communities (e.g., cultural beliefs) are respected and acknowledged.<br>• Diversity is cultivated as an important value throughout the school by embracing all students, staff members, and families. |

| **Element 5. Stakeholder Engagement:** *Involve school and community stakeholders to leverage their interests, skills, and resources for—and create a sense of ownership of—high school improvement strategies and initiatives.* | |
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| **Category: Cultivating Partnerships** | |
| **Indicator 5.1.** | **The interests, skills, and resources of multiple stakeholders within and outside the school are engaged in high school improvement strategies and initiatives.**<br>• Stakeholders within the school (e.g., administrators, guidance counselors, teachers, students) are identified and recruited to develop and support high school improvement strategies and initiatives.<br>• Stakeholders within the surrounding communities (e.g., families, community organizations, social service providers, businesses) are identified and recruited to develop and support high school improvement strategies and initiatives. |
| **Indicator 5.2.** | **All appropriate stakeholders are involved during critical planning and decision-making activities to foster buy-in and ownership for high school improvement strategies and initiatives.**<br>• All appropriate stakeholder group representatives are included in critical planning and decision-making activities to foster buy-in and ownership for high school improvement strategies and initiatives.<br>• Stakeholder contributions and cross-collaborations in supporting high school improvement strategies and initiatives are formally acknowledged.<br>• Feedback from stakeholders regarding their involvement in the high school improvement strategies and initiatives is sought and reviewed. |
| **Indicator 5.3.** | **PK–20 collaboration is fostered to enhance opportunities for secondary and postsecondary teaching and learning.**<br>• Collaborative relationships are developed horizontally across high schools (e.g., professional learning communities) to enhance opportunities for teaching and learning.<br>• Collaborative relationships are developed vertically across middle grades and elementary feeder schools (e.g., data sharing for transition to high school, college- and career-ready curriculum, transition activities) to enhance opportunities for teaching and learning.<br>• Collaborative relationships are developed with community-based and postsecondary educational institutions (e.g., dual enrollment opportunities, internships, transition activities) to enhance opportunities for teaching and learning.<br>• Collaborative relationships are developed with postsecondary educational institutions to align high school graduation requirements, postsecondary entrance requirements, and college- and career-ready curriculum. |
| **Indicator 5.4.** | **Partnerships with stakeholders are fostered to enhance teaching and learning opportunities.**<br>• Relationships with businesses and community organizations are developed (e.g., internships, community service, career and technical education) to enhance teaching and learning opportunities.<br>• Relationships with families are developed opportunities (e.g., family math workshops, multicultural instruction) to enhance teaching and learning. |

| **Element 5. Stakeholder Engagement:** *Involve school and community stakeholders to leverage their interests, skills, and resources for—and create a sense of ownership of—high school improvement strategies and initiatives.* | |
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| **Category: Communication and Information Sharing** | |
| **Indicator 5.5.** | **Multiple communication strategies that are culturally and linguistically appropriate and that support engaged communication and conversation with all stakeholders are implemented.**<br>• Culturally and linguistically appropriate communication strategies are implemented for all stakeholder groups, especially for families.<br>• Effective technology (e.g., e-mail, websites, social media, newsletters, phone calls) is used to support stakeholder engagement.<br>• Effective relationships with stakeholders are developed through the use of ongoing and relevant communication. |
| **Indicator 5.6.** | **High school improvement needs are communicated to policymakers and leaders at state and local levels.**<br>• High school improvement needs are communicated to state and local policymakers.<br>• High school improvement needs are communicated to state and local education agencies.<br>• High school improvement needs are communicated to community leaders.<br>• High school improvement needs are communicated to families and students.<br>• Communications to policymakers and leaders include evidence of data used to identify high school improvement needs. |

| **Element 6. Effective Leadership:** *High school improvement strategies and initiatives require a team of high-quality instructional and organizational leaders that improve student achievement.* | |
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| **Category: Leadership Development** | |
| **Indicator 6.1.** | **A distributed leadership approach is implemented to support high school improvement.**<br>• Shared decision-making authority and accountability are promoted and supported at all levels.<br>• School staff members are involved in collaboration and teaming efforts.<br>• Leadership opportunities are distributed among staff members throughout the school.<br>• School staff members are recognized for their contributions to leadership in high school improvement strategies and initiatives.<br>• School staff members have opportunities to develop leadership skills (e.g., teacher leaders).<br>• Instructional staff members play an active role in making key decisions (e.g., master schedule, bell schedules, exam schedule, homework policies, grading policies, tardy policies).<br>• Succession planning for leadership roles is established as part of the school culture.<br>• Teams, representing multiple staff perspectives, are established to support high school improvement strategies and initiatives throughout the school. |
| **Indicator 6.2.** | **School leaders are equipped with instructional knowledge and skills to work with instructional staff to develop strategies that meet curricular and instructional goals.**<br>• Professional development is targeted to ensure that high school leaders (e.g., instructional coaches, instructional team leaders, administrators) have the necessary knowledge and skills to define curricular and instructional goals.<br>• Professional development is targeted to ensure that high school leaders (e.g., instructional coaches, instructional team leaders, administrators) have the necessary knowledge and skills to assist in the development of the individual and collective capacity of the faculty to deliver high-quality, research-based instruction.<br>• Professional development is targeted to ensure that high school leaders (e.g., instructional coaches, instructional team leaders, administrators) have the necessary knowledge and skills to evaluate instructional staff and provide meaningful feedback.<br>• Professional development is targeted to ensure that high school leaders (e.g., instructional coaches, instructional team leaders, administrators) have the necessary knowledge and skills to facilitate recruiting, hiring, and supporting instructional staff.<br>• Time during regular work hours is provided for high school leaders to work with instructional staff to define curricular and instructional goals and instructional strategies.<br>• Information from evaluations is used by high school leaders to make decisions about professional development and the organization, culture, and climate of their school. |

| **Element 6. Effective Leadership:** *High school improvement strategies and initiatives require a team of high-quality instructional and organizational leaders that improve student achievement.* | |
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| **Category: Organizational Management** | |
| **Indicator 6.3.** | **All high school improvement strategies and initiatives are aligned and effectively guided by a high school improvement team.**<br>• A high school improvement team that includes school staff members, students, and other stakeholders with a diverse range of backgrounds and experiences meets regularly.<br>• High school improvement strategies and initiatives are aligned and effectively guided by a high school improvement team.<br>• High school improvement team members routinely obtain information from members of the school to inform improvement strategies. |
| **Indicator 6.4.** | **Policies that support a cohesive high school improvement plan are implemented.**<br>• A vision, mission, and cohesive strategic plan focused on high school improvement are developed by the high school improvement team.<br>• Policies and procedures are reviewed to determine the extent to which they help or hinder the school improvement plan.<br>• Policies that support the focus and defined practices of the high school improvement plan are implemented.<br>• An ongoing monitoring process is in place to ensure that implemented policies support the high school improvement strategies and initiatives. |
| **Indicator 6.5.** | **School leaders are equipped with knowledge of organizational management and change to support high school improvement strategies and initiatives.**<br>• School leaders are equipped with knowledge of and skills for organizational management (e.g., budgeting, staff management).<br>• Support is provided to school staff in developing skills related to leading organizational change for high school improvement.<br>• Authority and accountability for high school improvement is shared among school staff.<br>• A defined model of organizational change is used to support high school improvement strategies and initiatives. |

| **Element 7. Organization and Structure:** *Ensure that the school organizational and physical structures are designed and revised to support student needs.* | |
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| **Category: Organizational Innovations** | |
| **Indicator 7.1.** | **A variety of structures (organizational and physical) that are aligned with high school improvement initiatives are utilized to support effective teaching, learning, and personalization.**<br>• Organizational structures (e.g., small schools and smaller learning communities, ninth-grade academies, career academies, career-technical high schools, other alternative structures) support high school improvement strategies and initiatives to promote effective teaching and learning.<br>• A variety of organizational structures (e.g., advisories, mentoring) are used to personalize experiences for students.<br>• Physical structures (e.g., school building layout and design, space utilization) support high school improvement strategies and initiatives.<br>• Organizational structures (e.g., dual enrollment, career academies, virtual coursework) support multiple college- and career-readiness pathways. |
| **Indicator 7.2.** | **Organizational structures to support collaboration among instructional teams are implemented.**<br>• Innovative organizational structures (e.g., common planning periods, coteaching, interdisciplinary teams) are implemented to support increased collaboration.<br>• Collaborative structures are focused on supporting student needs and improving student outcomes. |
| **Indicator 7.3.** | **Time management and scheduling approaches are implemented to enhance and/or extend learning time to better meet the needs of students.**<br>• The master schedule is designed to maximize instructional time, promote collaborative planning, and enable instructional supports and innovative practices.<br>• The master schedule is designed to meet the needs of students and supports high school improvement strategies (e.g., effective teachers teach the neediest students, interventions are provided for students who need additional support).<br>• Scheduling approaches (e.g., block schedule periods, double dosing in core academic courses, extended school days) enhance and/or extend learning time to better meet the needs of students. |
| **Indicator 7.4.** | **Innovative organizational structures are implemented to distribute administrative responsibilities traditionally performed by the high school administrative team.**<br>• Innovative organizational structures are implemented to distribute administrative responsibilities (e.g., management, discipline, security) traditionally performed by the high school administrative team.<br>• Administrative responsibilities are shared among staff members to engage all staff in and increase effectiveness of high school improvement strategies and initiatives. |
| **Indicator 7.5.** | **Schoolwide structures that support effective classroom management skills across classes are implemented.**<br>• Schoolwide structures and practices that support effective classroom management skills across all classes (e.g., interventions for positive behavior, tiered interventions, schoolwide expectations) are implemented.<br>• School policies regarding behavioral and discipline guidelines are communicated to school staff, families, and students and are implemented consistently throughout the school.<br>• An ongoing monitoring process is in place to ensure that classroom management strategies adhere to schoolwide policies and structures. |

| **Element 7. Organization and Structure:** *Ensure that the school organizational and physical structures are designed and revised to support student needs.* | |
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| **Category: Instructional Innovations** | |
| **Indicator 7.6.** | **Organizational structures to support instructional innovations are implemented to actively engage all students in the core curriculum.**<br>• Organizational structures to support instructional innovations (e.g., academies, grade clusters, small learning communities) are designed to actively engage all students, including students with disabilities and English language learners, in the core curriculum.<br>• Organizational structures to support instructional innovations (e.g., academies, grade clusters, small learning communities) are designed to encourage students to create meaningful connections with academic content (e.g., emphasizing real-world application, linked learning, incorporating student interests). |
| **Indicator 7.7.** | **Organizational structures are implemented to increase opportunities to learn through nontraditional educational settings.**<br>• Organizational structures are implemented to increase opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships).<br>• Extended-time programs are aligned to standards and curricular expectations to allow students to earn partial or full credit through participation.<br>• Assessment processes and structures are developed to allow students to demonstrate mastery of course standards and curricular expectations through nontraditional educational settings (e.g., work-based internships) in all content areas.<br>• Master schedule and staff assignments are structured to support ongoing progress monitoring of students participating in nontraditional educational settings (e.g., service learning, work-based internships). |

| **Element 8. Sustainability:** *Identify and commit adequate resources for supporting continuous high school improvement strategies and initiatives.* | |
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| **Category: Resources** | |
| **Indicator 8.1.** | **High school improvement priorities are defined, and resources are allocated to sustain improvements in priority areas.**<br>• High school improvement strategies and initiatives are defined and prioritized appropriately over time with a focus on student needs and outcomes.<br>• Resources are developed and allocated according to identified priorities to sustain high school improvement priorities over time.<br>• Buy-in for high school improvement strategies and initiatives is developed among appropriate stakeholders (e.g., school staff, families, students). |
| **Indicator 8.2.** | **Appropriate time and necessary resources are allocated to implement and sustain high school improvement strategies and initiatives.**<br>• Appropriate time is provided for high school improvement strategies and initiatives to be implemented to achieve the desired impact.<br>• Appropriate resources (e.g., materials, physical space, fiscal support) are provided for high school improvement strategies and initiatives to be implemented to achieve the desired impact.<br>• Appropriate resources (e.g., materials, physical space, fiscal support) are provided for high school improvement strategies and initiatives that achieve the desired impact to be sustained over time.<br>• Resources and services are regularly monitored to ensure adequacy and effectiveness and to prevent redundancy. |
| **Indicator 8.3.** | **Human capital is secured to implement and sustain high school improvement strategies and initiatives.**<br>• Staff members are recruited and trained to support high school improvement strategies and initiatives.<br>• Staff members are retained to ensure that high school improvement strategies and initiatives achieve the desired impact over time.<br>• Responsibilities related to high school improvement are redistributed when staff members leave, and training is provided to staff to ensure effectiveness in their new roles. |
| **Indicator 8.4.** | **Facilities and materials are consistent with current standards and technology.**<br>• School facilities (e.g., buildings, classrooms) are continuously assessed and upgraded to keep pace with current standards and technology.<br>• School materials (e.g., textbooks, computer hardware and software) are continuously assessed and upgraded to keep pace with current standards and technology. |
| **Category: Strategies** | |
| **Indicator 8.5.** | **Staffing patterns are aligned to support high school improvement strategies and initiatives.**<br>• School staff time allocations are adjusted to support high school improvement strategies and initiatives.<br>• School leaders redesign staff roles and responsibilities to support high school improvement strategies and initiatives.<br>• School staff members are assigned roles based on their knowledge, skills, and experiences to meet student needs. |

| **Element 8. Sustainability:** *Identify and commit adequate resources for supporting continuous high school improvement strategies and initiatives.* | |
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| **Category: Strategies** | |
| **Indicator 8.6.** | **Relationships with stakeholders are cultivated to support high school improvement strategies and initiatives.**<br>• Family support of high school improvement strategies and initiatives is developed.<br>• Community support of high school improvement strategies and initiatives is developed.<br>• Partnerships are developed with local organizations (e.g., foundations) to support high school improvement strategies and initiatives.<br>• Support of high school improvement strategies and initiatives is supplemented by external providers (e.g., universities, nonprofit organizations). |
| **Indicator 8.7.** | **Cultural changes that accompany high school improvement strategies and initiatives are promoted and supported.**<br>• Expectations about changes in school culture are communicated to staff.<br>• Staff behavior that supports cultural change for high school improvement strategies is acknowledged and rewarded.<br>• Support is provided for school staff members as roles, responsibilities, and school culture change.<br>• Support is provided for students as expectations and school culture change. |
| **Category: Knowledge** | |
| **Indicator 8.8.** | **Effective high school improvement strategies and initiatives are identified, implemented, and sustained.**<br>• Short- and long-term plans are developed for cultivating and sustaining high school improvement strategies and initiatives.<br>• An ongoing monitoring process is in place to ensure that high school improvement strategies and initiatives have an impact on improving student outcomes.<br>• Effective practices for high school improvement are adapted to local needs and contexts while still maintaining fidelity of implementation. |
| **Indicator 8.9.** | **Teachers and principals continuously develop their knowledge and skills to incorporate high school improvement strategies and initiatives within their instructional leadership practices.**<br>• Knowledge and skills of teachers are continuously developed to incorporate high school improvement strategies and initiatives within their instructional leadership and classroom practices.<br>• Knowledge and skills of principals and other school leaders are continuously developed to incorporate high school improvement strategies and initiatives within their instructional leadership practices. |